



Head over Heels: Approaches to Flipped Teaching

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WILU 2014



QUICK
POLL

Who has heard of flipped teaching?

Who has tried it out?

Who loves the idea?

Who's still on the fence?

“WILU 2014 Flipped Teaching” <http://youtu.be/B7k5YkZQlgM>

Learning outcomes

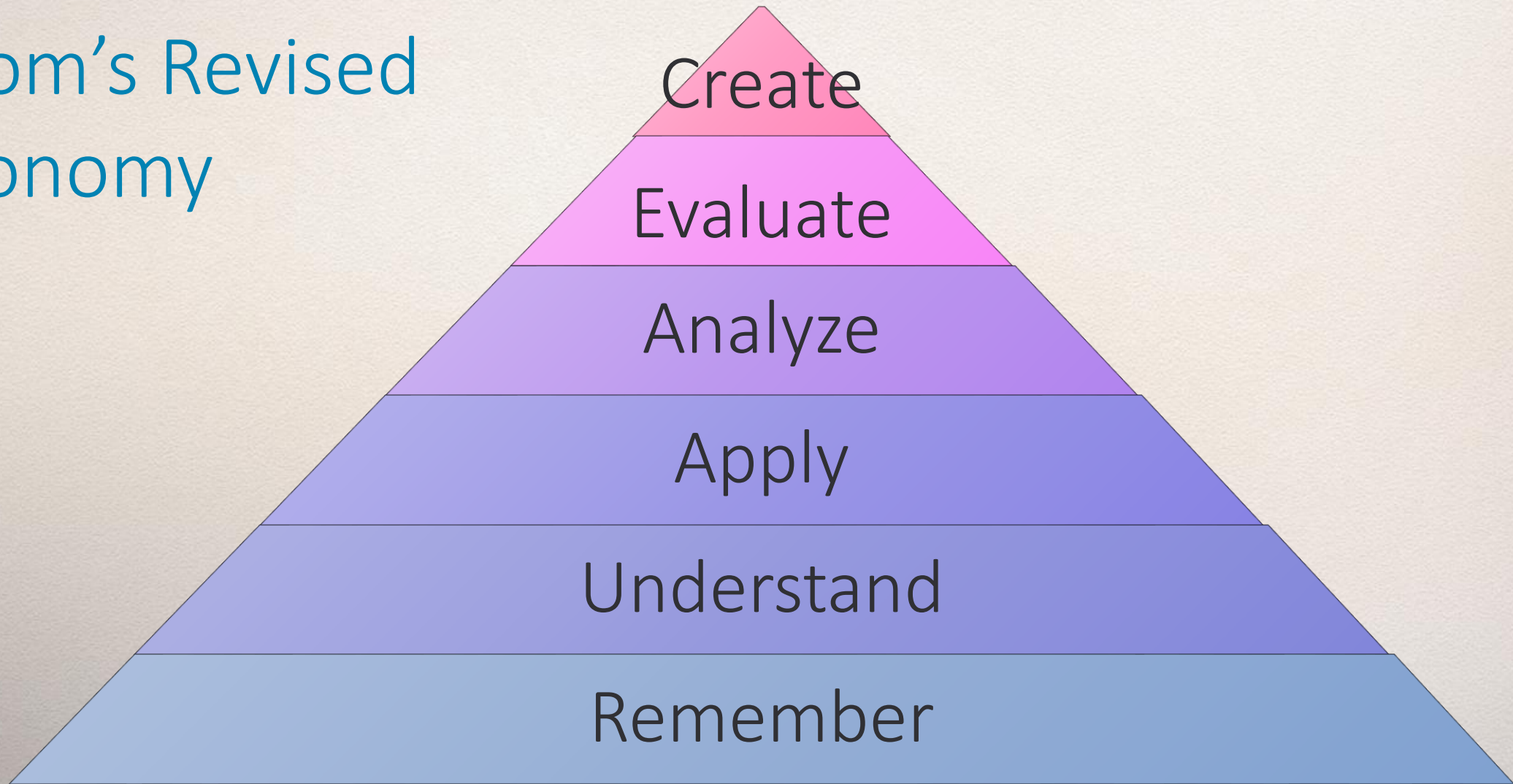
By the end of this session, participants will:

- have a better understanding of the flipped teaching methodology
- learn some techniques for applying flipped teaching methodology to IL instruction

“In a flipped classroom much of the instruction takes place outside of class time...Actual class time consists of active learning activities in which students practice and develop what they’ve learned.”

“The flipped classroom is a teaching model that inverts the traditional lecture-plus-homework formula.”

Bloom's Revised Taxonomy



Anderson, L.W., & Krathwohl. (2001) *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*

Key elements of flipped teaching

1. Opportunity for students to gain first exposure prior to class
2. Incentive for students to prepare for class
3. Mechanism to assess student understanding
4. In-class activities that focus on higher level cognitive activities

History of flipped teaching

- Bergmann and Sams – chemistry high school classroom
- Link to teaching within the humanities
- Appearance in the education literature
- Recent surge within LIS literature



BEFORE CLASS

DURING CLASS

Bloom's
Revised
Taxonomy

Remember – Understand – Apply – Analyze – Evaluate - Create

Presenting the lecture content before
class allows students to _____.

Implementing a quick assessment during class time allows the instructor to _____.

Music Research Methods

- Required course for all music undergraduate students
- Introduced teaching material in advance
- Discussion to review and conduct informal assessment
- Hands-on activity to reinforce and apply learning
- Students graded on in-class participation and final assignment

Drilling, Blasting and Excavating

- Developed out of a reference question
- Instructional Video
- Assessment
- Hands On Activities
- Based on Curriculum

Tips for success - planning

- Know your audience
- Smaller classes are better
- Establish strong communication with faculty
- Leave time in advance for video production

Tips for success – in the classroom

- Set expectations in advance
- Explain learning objectives and teaching methods
- Take a flexible approach to classroom management

Technology essentials

Instructors

- Equipment: computer, microphone, camera
- Software: Camtasia or Jing
- Platform: blackboard, youtube, vimeo...
- Time to script, record and edit the video

Students

- Internet access
- Device for playback



DISCUSSION

How could flipped teaching be applied in your own practice?

Consider...

- Is the class size manageable?
- Are you able to communicate with faculty?
- Is the lecture content appropriate?
- Do you have time to prepare?

Next Steps

- Share findings
- Incorporate learning into next opportunity to teach

THANK YOU!
QUESTIONS / COMMENTS?



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